



## Exploring MTSS Implementation Barriers & Facilitators

Margaret A. Sedor ~ Holly Shubin  
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### Identifying the Barriers

- Using the provided questions, discuss the barriers faced with general understanding of social emotional learning needs and supports.
- Focus your discussion around provision and implementation of Tier One interventions and supports.

## Guided Discussion Questions

1. What does administrator support and understanding of MTSS look like? What administrator barriers have been faced during initial stages of implementation?
  - a. This could be site admin, special education director, SELPA administrator, etc.
2. Do administrators seem to have an understanding of what roles individuals play in the MTSS framework? For example, is there an understanding of what role counselors, behavior specialists, school psychologists, etc. play?
3. How have administrators been involved in training?
4. Does it seem that there is a demand for services but a lack of individuals to provide those services?



## Transforming School Culture

<https://www.youtube.com/watch?v=NOcazcZaCg4>

## MTSS Components (NASP)

**Prevention & Wellness Promotion**

**Universal Screening**

**Evidenced-Based Intervention**



**Progress Monitoring**

**Systematic Databased Decision Making**

## MTSS Components (California)



### Multi-tiered System of Support



#### Inclusive Academic Instruction

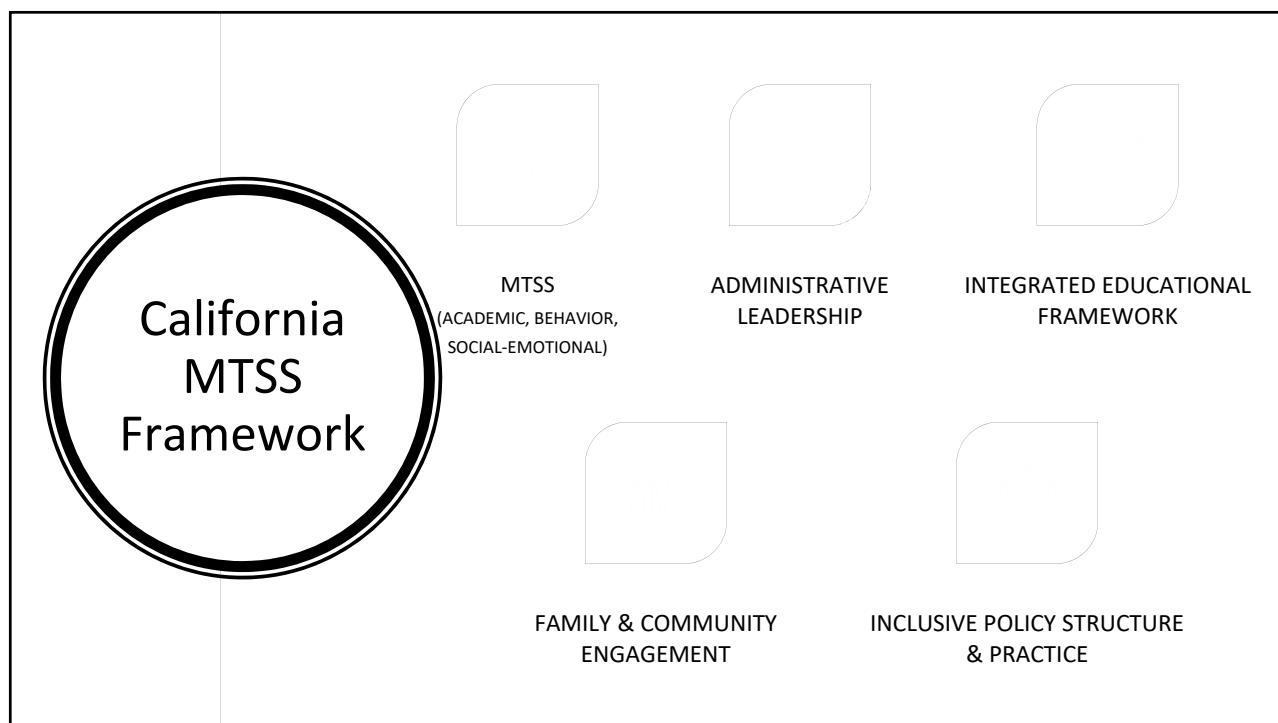
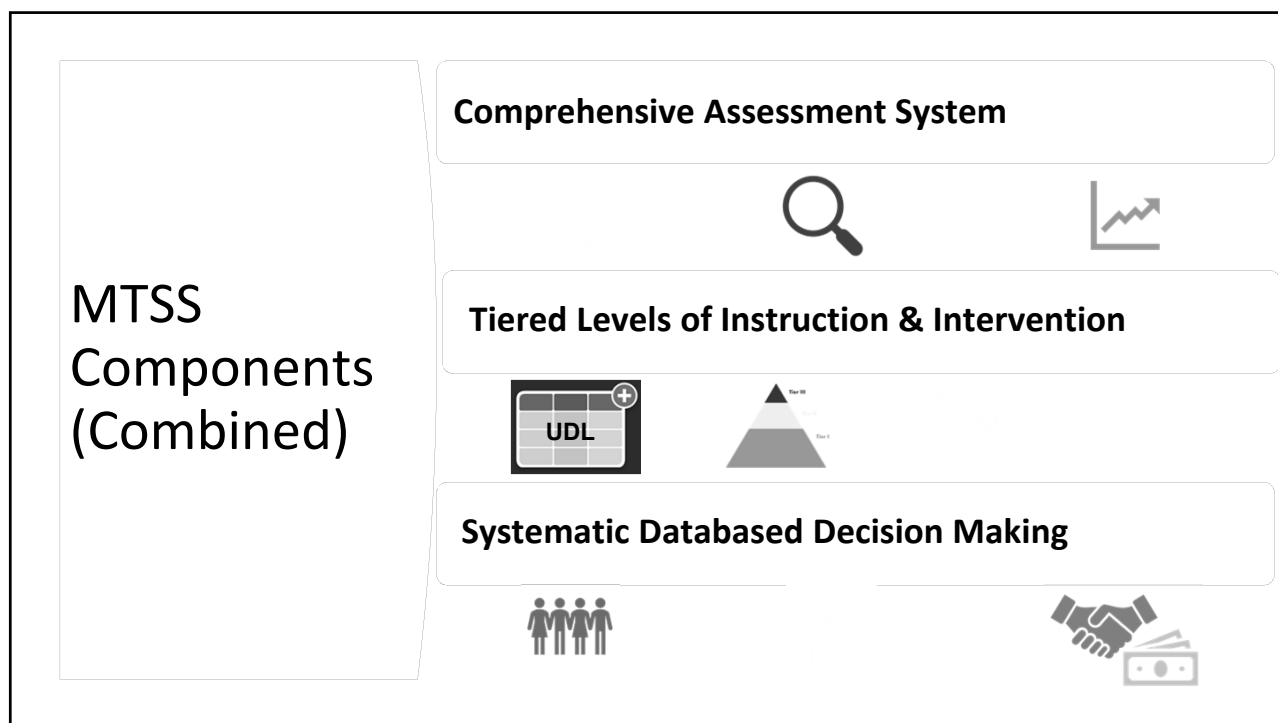
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with UDL

#### Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

#### Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development behavior supports



Equity-based MTSS thrives with strong and actively engaged administrative leaders who are committed to improving teaching and learning within a system that empowers educators and school personnel.



## Administrative Leadership

[https://www.youtube.com/watch?time\\_continue=92&v=TNEPc0IDCjY](https://www.youtube.com/watch?time_continue=92&v=TNEPc0IDCjY)

## Administrative Leadership Essentials

Lead Development of a Clear Vision Statement

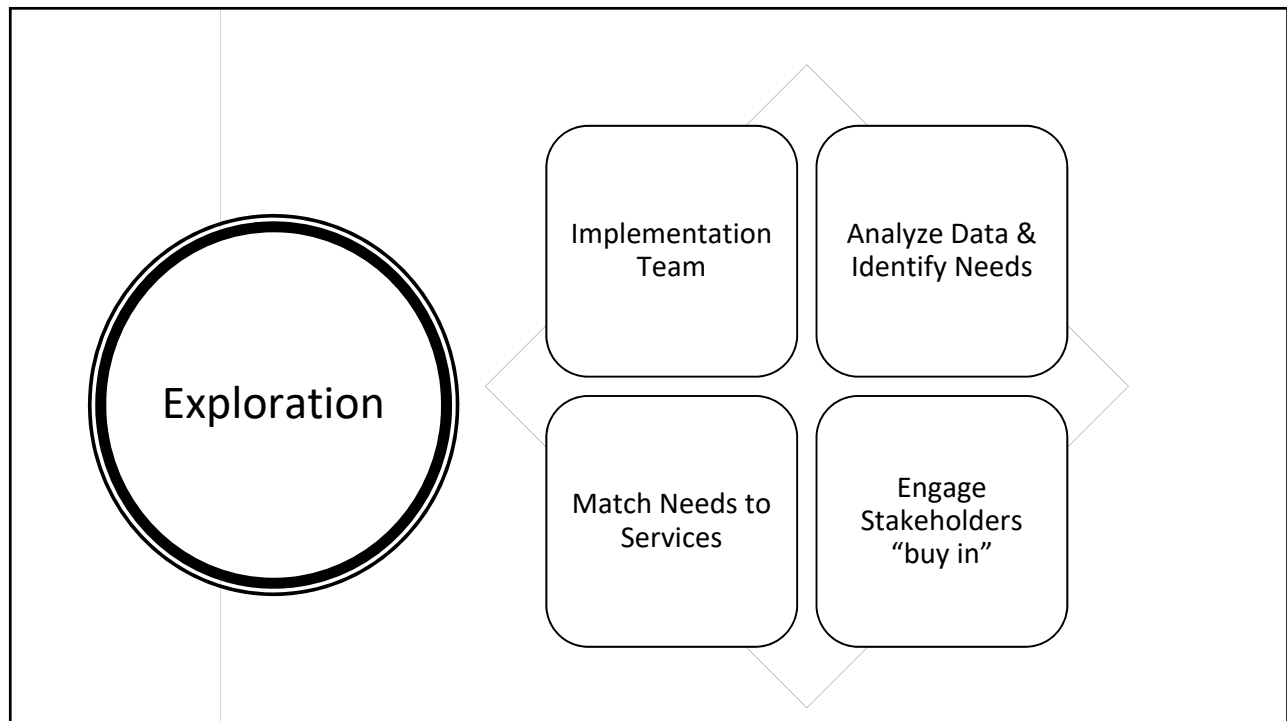
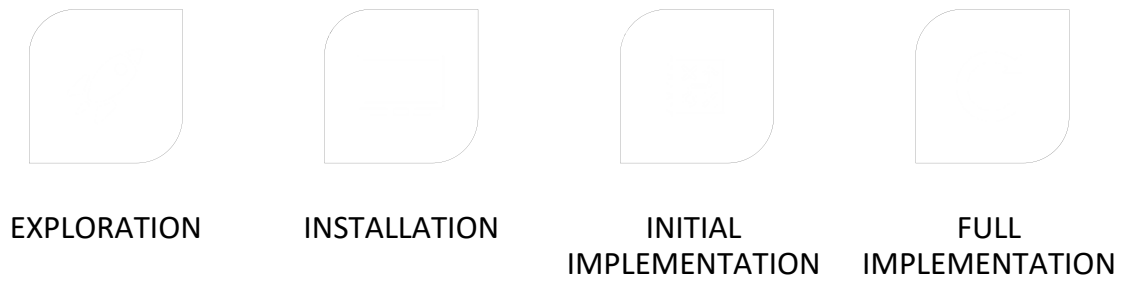
Attend instructional meetings & visit classrooms

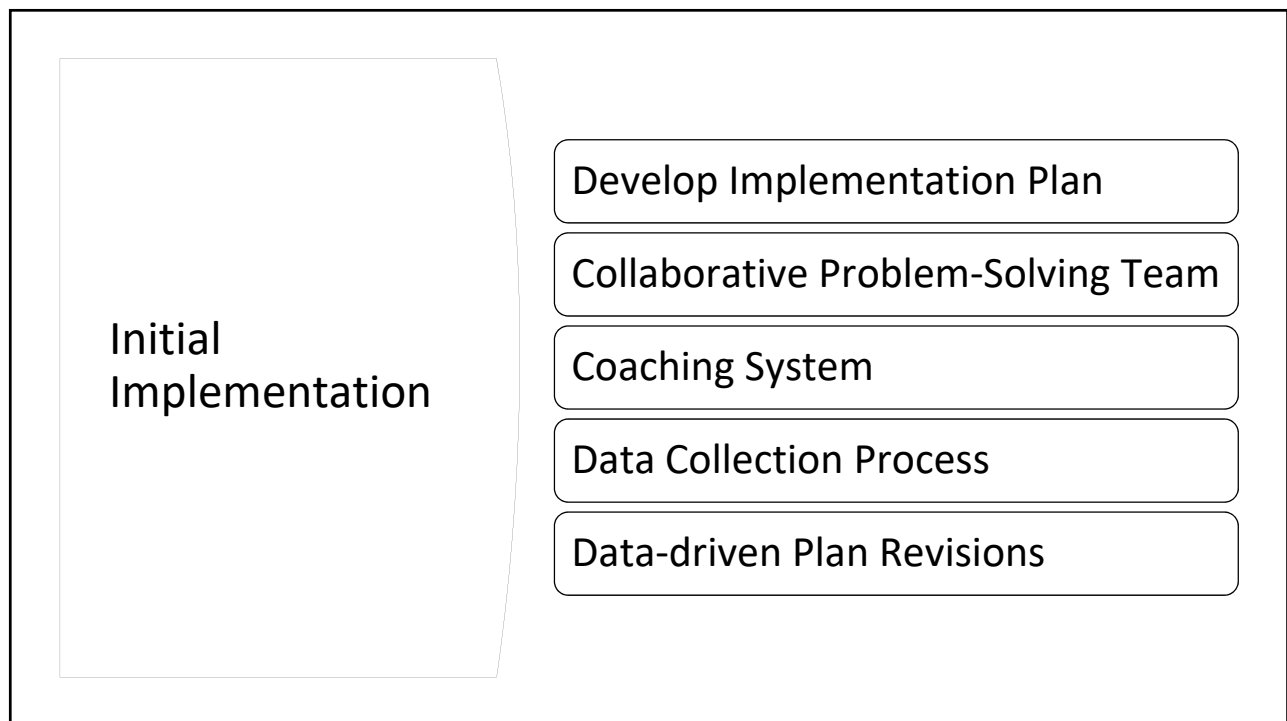
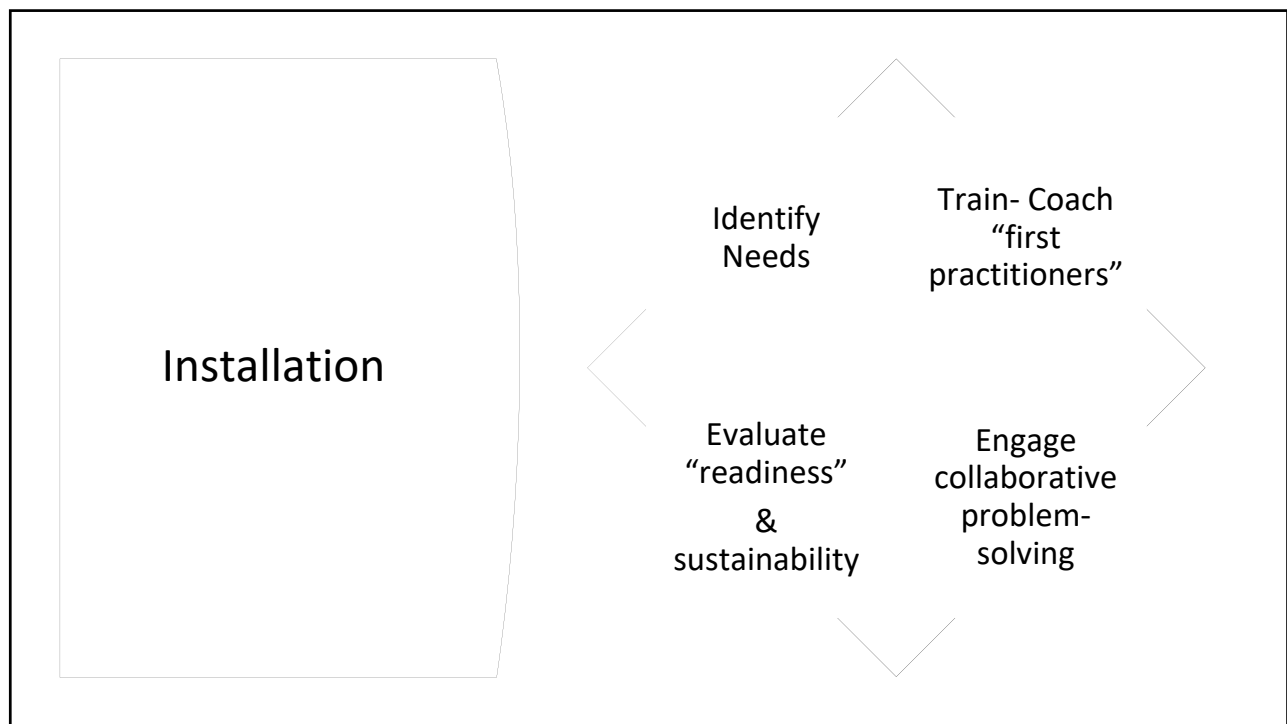
Form leadership team for decisions for school wide system

Create space for stakeholders as shared decision-makers

Regularly use academic & behavior data to guide decisions

## Stages of Implementation Analysis





Full  
Implementation

Monitoring & Support Systems

Feedback Process Established

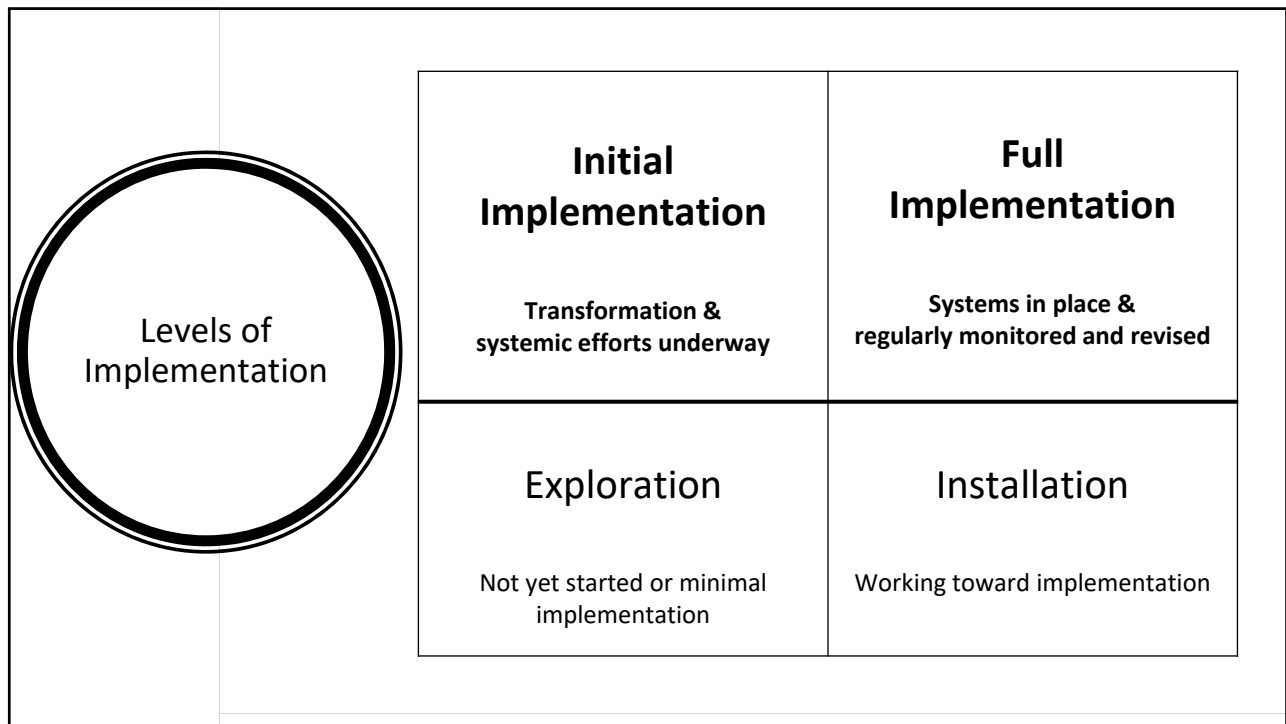
Implementation Team utilize  
data

Improvement Processes  
Employed, Embedded, Routinized



## Implementation Journey





<b>Initial Implementation</b>  Transformation & systemic efforts underway	<b>Full Implementation</b>  Systems in place & regularly monitored and revised
<b>Exploration</b>  Not yet started or minimal implementation	<b>Installation</b>  Working toward implementation
<div> <b>Assessment Protocol</b> </div> Roles: Note taker ~ Reader ~ Scorer	

MTSS Implementation Assessment Guide		
Leadership Essentials	Level of Implementation	Barriers & Supports
Prevention & Wellness Promotion	Exploration	
	Installation	
	Initial Implementation	
	Full Implementation	
Universal Screening	Exploration	
	Installation	
	Initial Implementation	
	Full Implementation	
Evidenced-Based Intervention	Exploration	
	Installation	
	Initial Implementation	
	Full Implementation	
Progress Monitoring	Exploration	
	Installation	
	Initial Implementation	
	Full Implementation	
Systematic Databased Decision Making	Exploration	
	Installation	
	Initial Implementation	
	Full Implementation	

## Identify Barriers and Supports



## Addressing the Barriers

- Using the provided questions, discuss how your SELPAs have addressed the barrier of administrative understanding of MTSS.
- Fill out the guided notes page with details about how your Regional Implementation Team will share resources.

### MTSS Supports and Resources

Regional Implementation Team Resource Sharing

Resource (brief description)	Who has it? (name of PENT Cadre member)	How will it be shared? (e.g., Google Drive, via email, etc.)	By when will it be shared? (date)
:	:	:	:

## Guided Questions

1. Has your SELPA provided training to administrators about MTSS, their role, and how to support implementation in their school/district?
2. Has your SELPA supported site administrators in developing an understanding of what key players do? How could this be facilitated?
3. Can any resources be shared with the Regional Implementation Team?
4. If not, what steps could be taken to begin discussion about these needs? What PENT resources would help facilitate this conversation?

... it's in our hands!



## Resources

Guide to Understanding California MTSS  
<http://www.ocde.us/MTSS/Documents/CA%20MTSS%20Guide.pdf>

Stages of Implementation Analysis:  
Where are We?  
<https://implementation.fpg.unc.edu/resources/stages-implementation-analysis-where-are-we>

SWIFT Education Center  
<http://www.swiftschools.org/shelf>

# Resources

- National Registry of Evidence-Based Programs and Practices [www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov)
- Collaborative for Academic, Social and Emotional Learning [www.casel.org](http://www.casel.org)
- School Mental Health Project (UCLA) <http://smhp.psych.ucla.edu>
- Center for School Mental Health <http://csmh.umaryland.edu/index.html>
- <http://california.kognito.com/>
- NASP Congressional Briefing <http://nasponline.org>
- National Alliance on Mental Illness <http://nami.org>
- Positive Behavior Interventions & Supports <https://pbisapps.org>
- Substance Abuse and Mental Health Services Administration (SAMHSA) [www.samhsa.gov](http://www.samhsa.gov)
- Community Matters, Safe School Ambassadors Program <http://community-matters.org/>
- Safer Saner Schools, <http://www.safer-safer-schools.org>
- International Institute for Restorative Practices, <http://iirp.edu>
- Living Works, Applied Suicide Intervention Skills and Training (ASIST), <https://www.livingworks.net/programs/assist/>
- Ernie Mendes, <http://ernemendes.com>
- MindUP Curriculum, <http://thehawndfoundation.org/mindup/>
- Positive Environment Network of Trainers, [www.PENT.ca.gov](http://www.PENT.ca.gov)
- Safe Supportive Learning, [www.safesupportivelearning.ed.gov/school-climate](http://www.safesupportivelearning.ed.gov/school-climate)
- National School Climate Center, [www.schoolclimate.org/climate/](http://www.schoolclimate.org/climate/)
- National Center on Safe Supportive Learning Environments, [www.schoolclimate@air.org](mailto:www.schoolclimate@air.org)
- California SUMS Initiative, [http://www.ocde.us/MTSS/Pages/California\\_SUMS\\_Initiative.aspx](http://www.ocde.us/MTSS/Pages/California_SUMS_Initiative.aspx)
- Center for Applied Special Technology (CAST), Universal Design for Learning (UDL), <http://www.cast.org/our-work/about-udl.html#XEdpTFxKhxy>



**MTSS Presentation  
by  
PENT Leaders**

**Margaret A. Sedor, NCSP, LEP**

School Psychologist

Sweetwater Union High School District

[Margaret.sedor@sweetwaterschools.org](mailto:Margaret.sedor@sweetwaterschools.org)

**Holly Shubin, M.A., Ed.S.**

Preschool Program Specialist/Early Start  
Coordinator Special Services

Anaheim Elementary School District

[hshubin@anaheimelementary.org](mailto:hshubin@anaheimelementary.org)